COURSE OUTLINE

GEO100 The Changing Planet

School: School of Law and Society

2026 | Trimester 1

UniSC Sunshine Coast UniSC Moreton Bay	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

If you are interested in exploring how the planet works then this is the course for you! This introductory physical geography course investigates the lithosphere, hydrosphere, weather and climate and the biosphere and how humans are impacting these ancient physical systems. You will develop "writing the earth" report writing skills using professional geographical tools and datasets.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On Campus Tutorial	2hrs	Week 1	10 times
Learning materials – Weekly introduction and preparation material	1hr	Week 1	12 times
ONLINE			
Tutorial/Workshop 1 – Synchronous tutorial	2hrs	Week 1	10 times
Learning materials – Weekly introduction and preparation material	1hr	Week 1	12 times

1.3. Course Topics

The Geographers tool kit
The big picture: Climate Change
Lithosphere – deep history
Atmosphere – weather and climate
Hydrosphere – water and waves
Biosphere – biodiversity under threat
Physical geography investigations

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Learning & Teaching Council
1 Describe and apply foundational geographical concepts and principles of place, space, scale, interaction, environment and sustainability.	Knowledgeable	1
2 Demonstrate spatial and temporal thinking and awareness.	Empowered	1, 3
3 Describe and explain core physical geography systems and processes	Knowledgeable	1, 3
4 Apply geographical knowledge to evaluate the sustainability of human-environment interactions in a region/place.	Sustainability-focussed	3
5 Search, select, analyse and structure information to communicate geographical perspectives and knowledge using different textual forms including maps.	Engaged	6

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN LEARNING & TEACHING COUNCIL	
1	Knowing: Demonstrate a coherent geographical understanding of trends, processes and impacts that shape Australian and other environments and/or societies at different spatial and temporal scales.
3	Thinking: Apply geographical thought creatively, critically and appropriately to specific spaces, places and/or environments.
6	Communicating: Communicate geographical perspectives and knowledge effectively to specialist and non-specialist audiences using appropriately selected written, oral and visual means.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

ENP100

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

There is an early (Week 3) low weighted quiz that sets the tone and the types of material covered in the course.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	15%	2 hour window and should take less than an hour.	Week 3	Online Submission
All	2	Report	Individual	40%	Two reports (20% each) 750 words each Figure titles, tables and references not included in word count	Throughout teaching period (refer to Format)	Online Submission
All	3	Report	Individual	45%	1200 words	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Physical Geography Basics

GOAL:	This foundational quiz is designed for you to demonstrate your understanding of key IPCC scientific findings and geographical scientific communication and reporting.
PRODUCT:	Quiz/zes
AUTHORSHIP STATEMENT:	
FORMAT:	online multi choice and short answer
CRITERIA:	

No.		Learning Outcome assessed
1	Understanding geographical concepts	1
2	Understanding of human-environment interactions	3

GENERIC SKILLS:	Problem solving, Organisation

All - Assessment Task 2: Physical Geography Systems

GOAL:	The purpose of this task is for you to demonstrate your competency to describe and apply knowledge of physical geography systems. Each report is progressively worked on in the tutorial period and then finalised on your own time.
PRODUCT:	Report
AUTHORSHIP STATEMENT:	
FORMAT:	Report format is available in Canvas. Each report should take around 10 hours. First report Week 5 Second report Week 8
CRITERIA:	

No.		Learning Outcome assessed
1	Description and application of geographic concepts	1
2	Use of spatial and temporal thinking	2
3	Communication of scientific data (including maps)	5

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 3: Queensland Globe Investigation

GOAL:	You will evaluate the sustainability of environment-human interactions in a region or place. You will draw on primary data of the four physical systems and describe key relations, impacts, drivers of change and implications of climate change on your landscape.
PRODUCT:	Report
AUTHORSHIP STATEMENT:	
FORMAT:	Academic Report 1200 words – this is a sharp and concise piece of work. APA referencing Primary data used All referencing, tables or figure titles are not included in the word count
CRITERIA:	

No.		Learning Outcome assessed
1	Description and application of geographic concepts	1
2	Evaluate the sustainability of human-environment interactions	4
3	Spatial and temporal thinking	2
4	Communication of scientific data	5

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
GEOGRAPHY THRESHOLD LEARNING OUTCOMES				
All delivery modes	Quiz/zes	Physical Geography Basics	1	Taught, Practiced, Assessed
	Report	Physical Geography Systems	1	Taught, Practiced, Assessed
			2	Taught, Practiced, Assessed
			3	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
		Queensland Globe Investigation	1	Taught, Practiced, Assessed
			2	Taught, Practiced, Assessed
			3	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
POLICY FOR THE ACCREDITATION OF AUSTRALIAN PLANNING QUALIFICATIONS 2016				
All delivery modes	Quiz/zes	Physical Geography Basics	2.2.3	Taught, Practiced, Assessed
			3.3.2	Taught, Practiced, Assessed
	Report	Physical Geography Systems	1.1	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed
			1.7	Taught, Practiced, Assessed
			2.1.4	Taught, Practiced, Assessed
			3.3.2	Taught, Practiced, Assessed
			3.3.3	Taught, Practiced
			3.3.5	Taught, Practiced
			3.4.2	Taught, Practiced, Assessed
		Queensland Globe Investigation	2.1.6	Taught, Practiced
			2.2.3	Taught, Practiced
			2.2.11	Taught, Practiced
			3.3.3	Taught, Practiced
ENGINEERS AUSTRALIA 2020 STAGE 1 COMPETENCY STANDARDS FOR PROFESSIONAL ENGINEERS				
All delivery modes	Report	Queensland Globe Investigation	2.3.b	Taught, Practiced, Assessed
ENGINEERS AUSTRALIA STAGE 1 COMPETENCY STANDARD FOR ENGINEERING TECHNOLOGIST				
All delivery modes	Report	Queensland Globe Investigation	1.5.b	Taught, Practiced
			1.6.c	Taught, Practiced

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central